

The Designing of a Digital Book on the History of Rubber Plantation Based on the Experiential Learning Model as a Trigger for Learning History Meaning Entrepreneurship

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ABSTRACT

Purpose: To achieve the level of prosperity is not an easy thing. Becoming an entrepreneur is not an alternative profession, but being an entrepreneur is a strategic choice that must be made with a firm and strong determination.

Findings: The essence of entrepreneurship is to build an entrepreneurial atmosphere so that students like challenges, are creative, innovative, and have the courage to take or manage risks (character).

Research limitations/implications: Imagine if all graduates in Indonesia had entrepreneurial characters, of course Indonesia would rise to become an authoritative country in the eyes of the world. Indonesia will have strong competitiveness, its economy will be independent, and its image will improve.

Practical implications: The formulation of the problem in this study is how the entrepreneurial attitude of students so far and how the needs of teachers and students for teaching materials that can improve the entrepreneurial attitude of students.

Paper type: Research paper.

Keyword: Digital books, Experiential learning, Entrepreneurship

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I. INTRODUCTION

Vocational education is a secondary education level that prepares students to be ready to work in their respective fields chosen at vocational school. The vocational school curriculum is designed so that students are ready to work and become entrepreneurs. The curriculum content in vocational school is prepared according to the needs of the world of work or market needs. This is done so that students will not have trouble in their careers.

In the curriculum at SMK Negeri 5 Bandar Lampung, it has followed the driving curriculum. The driving school is a school that focuses on developing student-learning outcomes by realizing a *Pancasila* student profile that includes competence and character starting with superior human resources (principals and teachers) through learning activities inside and outside the classroom. Co-curricular programs are cross subject, oriented towards character development and general competence; it is involve the community, as well as local content developed in accordance with national and global issues.

Currently, students are entering the era of the 21st century. In the 21st century, there are important elements that need to be displayed in the learning process in order to improve skills. These elements are life and career skills, learning and innovation skills, and information (information), media and technology skills.

These three elements are fully interrelated with each other. In addition, related to the knowledge, skills and expertise that students need to meet the challenges of work and life in the 21st century and their continuation.

The concept of entrepreneurial attitude is the development of a sense of entrepreneurship and a tendency to behave in entrepreneurial activities. This activity will be an experience for students because students will get more knowledge to understand through direct experience.

From the experience of students, they can realize that there are many natural resources (NA) that can be used to create works that will be useful for their own nation. Digital books without models will not be easy to organize systematically, not easy to understand and apply. With the model in learning that is compiled in a digital book, namely the Experiential Learning model, students can think critically and be creative.

Students will lose to the digital era if they do not anticipate it properly and appropriately. Therefore, it needs creativity, communication, collaboration and confidence in solving problems. Likewise with entrepreneurship because the success of a businessman without good collaboration with the community or his colleagues is unlikely to succeed.

By looking at the results of other people's research, the advantage of the experiential learning model is that it can enable students to build knowledge and skills. One of them is research by Ester (2013) which finds that experiential learning can have a positive impact on career decisions.

Students not only learn about the concepts of the material, but students are directly involved in the learning process. Through these activities, students can apply their knowledge together to create product works or sell pre-existing products through learning activities.

The researcher conducted interviews with the teachers and distributed questionnaires to class X MBE (Motorcycle Engineering Business) students at SMK Negeri 5 Bandar Lampung. Based on the results of interview analysis, it is known that digital books have not been implemented in the school. This makes the limitations of the researcher in developing digital books because students are in the middle to lower economy. Many students do not have a smartphone or android so that learning experiences obstacles. Moreover, history teachers have not applied the experience-based learning model in classroom learning because usually learning is only carried out in discussions and groups.

While the results of distributing questionnaires on October 15, 2021 in the entrepreneurial attitude of students. Many students answered that students after graduating from school had the desire to be entrepreneurs. However, in developing entrepreneurship, students lack of confidence and creativity. Therefore, the results of the questionnaire distribution explained that the students' low entrepreneurial attitude was because they were not confident in their abilities and lacked creativity in developing entrepreneurship.

According to the literature review and the facts of the problems in the field, then, we need a digital book development based on experiential learning that can facilitate students in understanding history learning and contributing to entrepreneurial activities. It is expected that students can be actively involved in learning activities so that students are confident in their abilities and empower their critical and creative thinking skills to the maximum.

Therefore, the researcher proposes a research title entitled "Development of a Digital Book of the History of Rubber Plantation PTPN VII Lampung Based on Experiential Learning Models to Improve Entrepreneurial Attitudes of Students at SMK Negeri 5 Bandar Lampung".

II. METHODOLOGY

A. Entrepreneurial Attitude

Breckler and Hawkins's view in there are three components that make up attitudes, namely cognitive, affective and conative. Cognitive is something that refers to an individual's belief in an object. Believe in the attitude towards the good or bad of an object. Affective is something that involves feelings from the individual's heart. It means feeling happy or not happy with the object. While conative is the tendency of individuals to behave on an object. This means that the individual's tendency to react and act on objects (Amanto, H., Mukhadis, A., 2012).

Conative attitude includes appreciation as a need, both biological and psychological, and self-determination as a free and rational being. In addition, as a motive of a driving force that gives direction to activities. (岳中耐夫, 福田浩一郎, 1998).

While entrepreneurship is seen when an individual dares to develop all his new ventures and ideas. The entrepreneurial process includes functions, activities and actions related to the acquisition of prospects and the creation of business organizations (Muhammad Surya, 2001).

In entrepreneurship theory, apart from human resources, financial and organizational perspectives, as well as business ethics are still closely related to entrepreneurial activities (N. W. Sulistyowati, 2017).

Kasmir, (2016), regarding the attitudes and behaviors that must be carried out by employers and all employees, are 1) Honest in work and attitude, 2) Diligent, punctual and not lazy, 3) Generous smile, 4) Gentle and friendly 5) Polite and respectful to everyone, 6) always cheerful and sociable, 7) flexible and helpful, 8) serious and responsible for himself and others, 9) have a high sense of company ownership .

In addition, communication is also very important in entrepreneurship. Effendy, (2003) mentioned in more detail the purpose of communication, namely to change the attitude, to change the opinion, and to change the behavior. While the communication function is to inform, to educate, to entertain and to influence the interlocutor.

In Utami Munandar, (1999)creativity is important to be instilled and developed in students. Because by being creative, students can manifest themselves and can think creatively about the ability to see various solutions for a problem because, an entrepreneur needs creativity to develop the entrepreneurial attitude in solving the problems.

The profile of an entrepreneur must have the characteristics and tempers such as 1) self-confidence, the existence of confidence in one's own abilities. So that they do not depend on others and be optimistic; 2) focused on tasks and results, namely having demands or needs for high achievement, hardworking, tenacious, diligent, steadfast, energetic and high initiative; 3) must take risks for business failure, be responsible and happy in challenging business activities; 4) not easily satisfied, it means always trying and willing to learn to improve achievement and make new discoveries.

Therefore, entrepreneurial attitude is a tendency to feel happy or unhappy, beliefs and tendencies to behave towards entrepreneurial activities.

B. Digital Book

Effective teaching materials are teaching materials that are developed according to the needs of their users, namely needs based on geographical, ethnographic, regional wealth characteristics and in accordance with the times of each user (Untarini, N., Nugrohoseno, D., Widyastuti, Tiarawati, M., & Hadi, 2013)

Saadiah, (2014) in Yusminar, (2014) stated that digital books are electronic versions of traditional printed books that users can read using a personal computer or by using other technological tools.

A digital book, also known as an electronic book, is a book that can be opened electronically via a computer, laptop or smartphone. A digital book is a publication book consisting of text, images, sound, and video (Anonymous, 2014).

The manufacturing process can be applied to the process of publishing digital books. The finished variety of book files can be processed by designers that do not need to be printed, but simply saved in the right format to be used (Bisma, I Dewa Gde, 2010).

Usually digital books are in demand because of their small file size when compared to conventional books. Digital books have various search features. Thus, words in digital books can be quickly searched and found (Putra, 2011).

Digital books can be one solution to foster a reading culture in education and Indonesian society in general. With its own advantages and charms, digital books are expected to foster interest in reading. This means that the reading ability of the Indonesian people is increasing (Arifin, Muhammad dan Ekayati, 2019).

Fojtik, (2015) view stated that digital books have several advantages, namely easy to distribute and obtain, easy storage, can adjust the display and fonts, can add text and other media, can be operated on several different devices. It can be concluded that digital books can increase students' interest in learning because of the many features and easy to read anytime.

C. Experiential Learning Model

Experiential Learning Theory or abbreviated as ELT is a basic Experiential Learning Model developed by David Kolb around 1980. This method emphasizes the holistic learning model. In experiential learning, experience has the focus in the learning process. This is what distinguishes it from other learning theories. The term experiential is used to distinguish cognitive learning theory which tends to focus on cognitive rather than affective with behavioral learning theory which eliminates the role of subjective experience in student learning (Rufaida Salwa, 2019).

There are four aspects of the experiential learning model in Kolb, (1984) view, namely 1) concrete experience is a stage of learning through intuition, emphasizing personal experience, experiencing and feeling. 2) reflective observation, observing the environment from various different perspectives to obtain a meaning before making problem solving decisions, 3) abstract conceptualization is the stage of learning to create concepts by integrating existing observations and theories to structure and develop a framework phenomenon. 4) Active experimentation is the stage of learning to use existing theories to make decisions and solve problems.

(Sembiring, 2015) explained the characteristics of the Experiential Learning Model, namely: 1). Good students when students are involved in the learning experience, 2) Ideas and principles experienced or discovered by students will be more effective in changing behavior. 3) There are differences in the preferred learning styles of each individual. The commitment of students in learning will be greater if students are involved in their own learning process. 4) Learning occurs through a process of concrete experience, reflective observation, abstract conceptualization, and active experimentation. 5) The attitude of learning will be able to affect one's beliefs.

Experiential learning is seen as having advantages when compared to conventional methods, especially for soft skills competencies. In this model, communication as one of the main competencies that is applicable is closely related to personality and involves relationships with other people who are considered to be more effectively studied and understood (R. Sulistyowati, 2007).

According to Lamb's research results; Lamb, Charles W., Joseph F. Hair (2001) experiential learning is a link between entrepreneurial theory and entrepreneurial practice that can connect the gap between the two things. Experiential learning can also increase the activeness of students in the learning process that allows students to construct their own knowledge and experience to gain new knowledge and experiences. This model focuses mainly on the experiences experienced by students in the real world.

The advantage of the experiential learning model Sharlanova (2004) is that it helps students to realize their own abilities to assist in the development of group work projects and decide on information and communication technologies that can help the learning process. As well as preparing an effective connection between theory and practice. Where students are invited to look critically at events in everyday life. Then do research or simple experiments to find out the actual events.

Bransford, J. D., Brown, A. L., Cocking, R. R., Donovan, M. S., & Pellegrino & W., (2000) state that students' ability to gain new understanding will increase when students are connected to important problem-solving activities and when students are helped to understand why, when, how facts and abilities relate to each other.

Experiential learning is a teaching and learning process that can activate learning to build knowledge, skills, values and attitudes through direct experience. Experiential learning is more meaningful to have a role in learning and in carrying out activities. Learning reminds a critical activity, gains understanding and includes it in oral or written form according to the learning objectives (Isah Cahyani, 2009).

In the research of Jay Caulfield, J., & Woods (2013) the experiential learning model shows that students in authentic social experiences are more likely to involve students in socially responsible attitudes in the future and turn students into positive agents of social change in their community.

Experiential learning is not only providing insightful knowledge of concepts. However, it also provides real experience that will build skills through real tasks (Sugiyanto, 2013). So that the researcher continue with this model by providing memorable entrepreneurial activities in meaningful learning experiences to motivate students to participate during activities so that students are enthusiastic in activities.

Student activities are their involvement in the form of attitudes, thoughts, attention, and activities in learning activities to support the success of the teaching and learning process and get the benefits from these activities. An increase in student activity is an increase in the number of students who are actively involved and participate (Suherman, 2012).

This is in line with the opinion of Jayanti, Y., & Ariawan (2018), in their research explaining that teachers are obliged to motivate students to participate actively in activities such as exchanging stories and asking questions. So that students are enthusiastic in expressing their opinions without having to be selected individually and remembering that learning motivation has a great influence on student learning behavior.

D. History Learning

One of the lessons given at school is history lessons. Many students are not interested in history lessons because students have different knowledge and understanding of history subject matter. The problem that occurs in the history learning process is the use of inappropriate strategies. Teachers more often use conventional learning where students are more directed to process historical information by memorizing and

receiving material less effectively. Learning in class is done monotonously and does not develop students' critical thinking skills. (Ningtyas, D., Informasi, S., Sti, S. J., Bri, J., Radio, N., Kebayoran, D., Jakarta, B., & Website, 2020).

So that students' thinking skills about history are like only knowing the basics, of course this is not quite right because historical events are very broad and consist of many events (Alfian Singgih Widiyanto, 2017).

History is always related to a time line called chronology. However, the paradigm of conventional learning must be immediately renewed. The constructivism paradigm is a renewal for the world of education. In the realm of learning history, this paradigm also has the same goal where students play an active role in the acquisition of knowledge. (Alif Nurdianto, 2017).

The teacher as the beginning of insight always dominates history learning and students as the recipients and memorizing history lessons. One also sometimes finds during history learning that several models have been applied. Nevertheless, it has not been able to increase the motivation of students while studying history. Cases like this obviously always need the attention of the history teacher. (Mujiyati, N., & Sumiyatun, 2016).

The study of history has a very broad scope, not just thinking about how an event happened. However, teachers must be able to provide meaningful learning which will be useful for the future of their students. Lesson planning is really meaningful for a teacher because the plan will determine what a teacher wants to do in teaching his students.

After the lesson planning is completed, the next action is to implement the lesson plan for the learning experience by using the collections contained in the rubber plantation, which are seriously designed into interactive digital books as a medium for learning history in class. (Hartati, 2016).

E. Vocational School Concept

Vocational High School (VHS) is a form of formal education unit that organizes vocational education at the secondary education level as an advanced level from JHS, IJHS or other equivalents. Schools at the level of education and vocational type are named Vocational High Schools (VHS) or Vocational Madrasah Aliyah (VMA) in the National Education System Law Number 20 of 2003 (Siswoyo, 2013).

Vocational High School (VHS/SMK) as an educational institution that develops vocational fields in Indonesia plays an important role in improving human resources (HR). This increase in human resources focuses on the learning experience of students, namely through education and training by providing knowledge and skills that can be applied to the world of work. Thus, students are able to compete competitively in the world of work (Model, P., & Graha, 2015).

In addition, increasing entrepreneurial competence is one of the positive points to prepare graduates who are ready to compete and are competent in the business world (Nurtanto, M., & Ramdani, 2016). At SMK Negeri 5 Bandar Lampung, there are majors that focus on the entrepreneurial world, namely motorcycle engineering business (MEB) with job prospects in the automotive industry, technicians, modifiers and being able to enter into entrepreneurship such as opening a repair shop.

F. Rubber plantation

Rubber is one of the main plantation commodities, which plays an important role in the national economy, particularly in terms of providing employment, sources of income and foreign exchange. The area of rubber plantations in Indonesia is the largest in the world, at 3.4 million ha, followed by Thailand and Malaysia. However, in addition to the extent of rubber plantations, Indonesia experienced a low rubber production of 2.4 million tons or below Thailand, which reached 3.1 tons. Rubber agribusiness is the main source of employment for approximately 1.6 million people (Nurmegawati, 2014) Seeing the potential and clear market prospects. So that investment in rubber plantations is a business opportunity that has bright prospects.

In addition to the extensive plantations, there has been a decline in production. This decline was caused by many things, including climate and weather, and was influenced by the number of old rubber plantations that needed rejuvenation. The low level of productivity, yield quality and efficiency of plantation business is caused by not being supported by good cultivation behavior, tapping techniques that are not in accordance with the recommendations, and less than optimal plantation maintenance. Meanwhile, the contribution of rubber to the plantation sub-sector has relatively decreased (Dinas Peternakan Kabupaten Kuantan Singingi, 2010).

Rubber is a commodity that is traded when the capacity is large and the yield system is easily destroyed. Therefore, the increase in rubber needs to be linked with further work, namely quality in improving the agro-industry. The rubber industry in Indonesia can participate as a supplier of raw materials,

suppliers of finished or semi-finished goods. PT (Persero Limited) Perkebunan Nusantara VII is a State-Owned Enterprise that launches rubber processing agro-industry actions (Eka, 2013).

G. Conceptual Model (Prototype)

Kinnear, Thomas C, Dan Taylor, James R., (1995) described the prototype as the most center of a category. That is, one can show a certain object as a prototype. In addition, can be interpreted as a schematic representation of the conceptual core of the category because prototype is a central concept in categorization (Sukyadi, 2006).

Prototypes are still widely used to identify certain forms of three-dimensional representation as opposed to models. From an economic point of view, prototyping as a way to make mistakes safely and relatively inexpensively. The prototype is always the same size as the represented system. Prototype is a full-size working model of a physical system (Evans, 1992).

III. RESEARCH METHODS

The pre-research was carried out in the odd semester in October 2021 by distributing questionnaires. This research was conducted at SMK Negeri 5 Bandar Lampung with the subjects studied were students of class X MEB (Motorcycle Engineering Business) with a total of 20 students. The material that will be given in the digital book is the history of the rubber plantation of PTPN VII Lampung.

The following are data collection methods that will be used in this study:

1. Interview

Interview is a form of data collection technique used in qualitative and quantitative descriptive research. Interviews were conducted orally with individual face-to-face meetings. Interviews were conducted by the researcher to one of the history teachers at SMK Negeri 5 Bandar Lampung to find out the teaching materials that have been used so far and the needs of teachers and students for teaching materials that can improve students' entrepreneurial attitudes.

2. Questionnaire

Questionnaire is a technique or method of collecting data indirectly (researchers do not directly ask and answer questions with respondents). The questionnaire instrument contains a number of questions or statements that must be answered or responded to by the respondent. Questionnaire instrument is to obtain information on students' entrepreneurial attitudes. In this questionnaire, the researcher used a five-level Likert Scale containing positive and negative statements.

Table 1. Initial questionnaires on the entrepreneurial attitude of students at SMK Negeri 5 Bandar Lampung

No.	Statement	Answer Options					Average
		SA	A	Av	D	SD	
1	After graduating from school I want to be an entrepreneur	25	16	27	4	0	3.6
2	I don't like entrepreneurship because I don't have good communication	1	0	21	40	10	3.6
3	Although the results obtained are uncertain. I will continue to be an entrepreneur	15	24	30	2	0	3.5

4	<i>I don't like entrepreneurship because I don't have confidence in myself</i>	2	6	15	32	10	3.2
5	<i>I don't like entrepreneurship because I don't have creativity</i>	0	6	21	32	10	3.4

Information on positive statements: SD (Strongly Disagree) is given a weight of 1, D (Disagree) is given a weight of 2, Doubtful is given a weight of 3, A (Agree) is given a weight of 4, SA (Strongly Agree) is given a weight of 5.

The conclusion from the initial questionnaire table on the entrepreneurial attitude of students at SMK Negeri 5 Bandar Lampung, there are entrepreneurial problems at SMK Negeri 5 Bandar Lampung, students are not happy with entrepreneurship because they lack confidence and do not have creativity.

IV. RESULTS AND DISCUSSION

Increasing entrepreneurial competence is a positive focus at the vocational education level to prepare graduates who are ready to compete and have competence in the business world. In entrepreneurship, an entrepreneur must have entrepreneurial attitudes and skills such as honesty, craft, discipline, friendly, responsible, high spirit, good communication, confidence and creativity to be able to think creatively and think critically which important attributes to achieve entrepreneurial success are.

In accordance with the facts found in the field that confidence and creativity are two of the main points that are important in entrepreneurial activities. However, students still experience creative difficulties and lack of confidence in them in developing entrepreneurial abilities. This shows that the entrepreneurial attitude of students is still low. Therefore, we need a digital book development based on experiential learning in changing the entrepreneurial paradigm of students in schools.

Digital book about PTPN VII Lampung's rubber plantation when it is packaged neatly and attractively will arouse curiosity about the history of natural resources, namely rubber that can now be the spearhead of Indonesia's income and the way it processed to reach the top of the state business. So that the response of students in history lessons is not only a system of memorizing, remembering, and telling but also from history, students open their horizons for a career, have an entrepreneurial attitude or open a business for rubber products.

Using the Experiential Learning Model will enable students to acquire an entrepreneurial attitude through activities in the learning process. Through entrepreneurial activities, it is expected to make students confident in their abilities and creativity. Entrepreneurial knowledge has a higher influence on students' interest in entrepreneurship. So that students beside realizing that Indonesia has abundant natural resources, students can also create entrepreneurial opportunities to create jobs. In developing businesses and creating jobs, students are expected to have entrepreneurial attitudes and skills such as having a strong self-confidence and having creativity to develop their business.



Figure 1. Initial designs (prototype) of digital book teaching materials to be developed by researchers

Source: <https://www.figma.com>

IV. CONCLUSION

This study assumes that the development of digital books based on experiential learning is expected to help students understand the material presented, namely the history of rubber plantations at PTPN VII Lampung to improve students' entrepreneurial attitudes independently or with teacher assistance. In addition, students can operate digital book teaching materials with student smartphones.

Although a rubber plantation digital book based on experiential learning is useful in increasing the entrepreneurial attitude of students, it is not optimal due to the results of an interview with a history teacher named Ms. Darnawati at the school. According to her, the digital book is good, but not optimal because the students at the school are at the lower middle economic level. Therefore, there are weaknesses in implementing digital books. This is because only some of the students have smartphones and the lack of quota availability to access the digital books.

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